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ABSTRACT

Children's academic achievement has been shown to be influenced by many family factors, including family structure, socioeconomic status, and parenting styles. This study investigated the relationships among family structure, socioeconomic status, authoritative parenting, and children's academic achievement in a sample of 181 eighth graders in 2 inner-city schools in the midwestern United States. How the family influences children's academic achievement was first examined with a social address paradigm, then with a family process paradigm. The interactive effects of social address and family process on children's academic achievement were subsequently examined with an integrated paradigm using path analysis. Results of the study indicate that authoritative parenting and children's academic achievement were significantly correlated. Results also suggest that effective parenting includes: (1) a high degree of monitoring; (2) a high degree of support or involvement; and (3) a high degree of psychological autonomy granting. The results also support the integrated research paradigm as one that can help researchers better understand the intricate relations among various family factors and their impact on children. (Appendices contain the parent-child interaction questionnaire, the scoring scheme used with the questionnaire, and the demographic data sheet used in the study. Contains 75 references.) (LPP)

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